



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

## Kindergarten

Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text.	2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).  2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).	Common Core State Standard (CCSS) is more specific and includes prompting and support.
		2. With prompting and support, retell familiar stories, including key details.	2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).	CCSS asks students to retell with prompting and support.
		3. With prompting and support, identify characters, settings, and major events in a story.	2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).	CCSS asks students to identify story elements with prompting and support with regards to the text as a whole.



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

## Kindergarten

Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	3.04 Use speaking and listening skills and media to connect experiences and text: <ul style="list-style-type: none"><li>discussing, illustrating, and dramatizing stories.</li><li>discovering relationships.</li></ul>	In CCSS, students are not asked to illustrate text but recognize the relationship between the two.
		8. (Not applicable to literature)		
		9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).	CCSS encourages more rigorous engagement by asking students to compare and contrast characters' experiences.